



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

300 East Gurley Street, Prescott, AZ 86301

Prescott Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Ed Yeager  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-6  
 Web Address : [www.prescottschools.com/wash](http://www.prescottschools.com/wash)  
 Phone Number : (928) 717-3281  
 Fax Number : (928) 717-3280  
 E-mail : [ed.yeager@prescottschools.com](mailto:ed.yeager@prescottschools.com)

### Mission

We emphasize the teaching of content through basic skills, facts, principles and ideas. This approach enables the learner to gain and analyze information to deal with new problems and unfamiliar situations.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü All students will become proficient in language; reading with comprehension; writing with clarity; and speaking and listening effectively
- ü All students will become well informed by mastering a high academic standard in fundamental content- based curriculum.
- ü At least 85 per cent of WTS students will meet or exceed the Arizona Math Standards for their grade level duringthe 20056-07 school year.
- ü The number of students at Washington Traditional School meeting or exceeding the Arizona Reading Standards will increase by 2% per year over the next 3 years.

### Enrollment

October 1, 2005 School Year Student Enrollment : 359  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 246

## Instructional Programs

- ü Strong Phonics-based Reading
- ü Emphasis on Basic Skills
- ü On-site Special Education
- ü Physical Education/Art/Music Programs
- ü PALS Program
- ü Tutoring Programs
- ü Reading Intervention Programs

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

Set high academic standards that are clearly defined and assessed. Report progress of the students through quarterly report cards, midterm progress reports and parent conferences. Supply a safe, clean and academically stimulating environment.

### Parents

See that their children arrive at school on time, properly dressed and nourished. Support the traditional school rules and policies. Participate in their daily education. Attend parent conferences, disciplinary meetings and other important functions.

## Transportation Policy

PUSD will transport students who live more than a mile from the school. Students must follow the district transportation rules or they will be subject to a suspension of their bus riding privileges as determined by the transportation director.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Regional Science Fair	2006
ü County Fair Art Winners	2006
ü District Poetry Contest	2006
ü Elks Patriotism Essay and DAR Research Winners	2006

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	385	80010	98	98	99	462	465	447	4	4	10	6	10	18	65	59	53	25	27	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	188	38935	97	97	99	456	464	447	6	5	9	6	10	19	69	60	55	19	26	17
Male	16	197	40974	100	98	98	477	465	448	NA	3	11	6	10	18	56	58	52	38	29	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	NC	61	34545	NC	100	99	NC	437	432	NC	15	14	NC	15	24	NC	64	53	NC	7	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	10	3979	NC	77	96	NC	NA	424	NC	NA	17	NC	NA	30	NC	NA	47	NC	NA	6
White	46	307	35142	100	98	99	463	470	465	2	2	5	7	8	11	65	59	56	26	31	28
Students with Disabilities	NC	56	10161	NC	88	93	NC	438	419	NC	13	28	NC	16	28	NC	66	36	NC	5	8
Students without Disabilities	44	329	69849	100	100	100	469	469	451	2	2	7	5	9	17	64	58	56	30	31	19
Limited English Proficient Students	--	16	14013	--	100	97	--	406	413	--	31	24	--	13	34	--	56	39	--	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	50	39029	NC	94	98	NC	449	432	NC	10	14	NC	10	25	NC	66	52	NC	14	9
Non-Economically Disadvantaged	43	335	40981	98	98	100	466	467	462	NA	3	6	7	10	13	65	58	54	28	29	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	378	79438	100	96	98	468	472	451	4	4	9	8	13	24	75	64	56	13	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	187	38775	100	97	99	463	475	457	5	5	7	8	12	22	76	63	58	11	20	13
Male	16	191	40560	100	95	97	480	469	446	NA	4	12	6	15	25	75	65	54	19	16	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	59	34297	NC	97	98	NC	439	434	NC	14	14	NC	31	31	NC	49	50	NC	7	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	10	3940	NC	77	95	NC	NA	429	NC	NA	14	NC	NA	36	NC	NA	47	NC	NA	3
White	46	302	34887	100	97	98	470	478	471	2	3	4	9	10	15	78	67	63	11	20	18
Students with Disabilities	NC	50	9588	NC	78	88	NC	435	416	NC	18	30	NC	20	32	NC	60	34	NC	2	5
Students without Disabilities	44	328	69850	100	99	100	476	477	456	2	2	7	5	12	23	77	65	59	16	20	12
Limited English Proficient Students	--	15	13856	--	94	96	--	395	407	--	47	27	--	33	43	--	20	29	--	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	49	38685	NC	92	97	NC	452	435	NC	10	14	NC	20	32	NC	59	50	NC	10	5
Non-Economically Disadvantaged	44	329	40753	100	96	99	471	475	467	NA	4	5	9	12	16	80	65	62	11	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	378	79971	100	96	99	457	447	423	2	4	8	25	28	41	66	63	49	8	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	187	38974	100	97	99	461	463	437	NA	3	5	22	16	33	70	73	57	8	9	4
Male	16	191	40895	100	95	98	446	431	410	6	5	10	31	40	47	56	53	41	6	2	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	NC	58	34481	NC	95	99	NC	413	410	NC	14	10	NC	47	46	NC	40	43	NC	NA	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	11	3995	NC	85	96	NC	445	409	NC	NA	10	NC	27	47	NC	73	42	NC	NA	1
White	46	302	35150	100	97	99	460	453	437	2	2	5	22	25	35	67	67	56	9	6	5
Students with Disabilities	NC	52	10258	NC	81	94	NC	411	377	NC	8	23	NC	52	51	NC	40	25	NC	NA	1
Students without Disabilities	44	326	69713	100	99	100	463	452	429	2	3	5	20	25	39	68	66	52	9	6	3
Limited English Proficient Students	--	15	13985	--	94	97	--	366	382	--	40	18	--	47	54	--	13	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	49	38994	NC	92	98	NC	426	409	NC	4	10	NC	41	47	NC	53	41	NC	2	1
Non-Economically Disadvantaged	44	329	40977	100	96	100	462	450	437	2	4	5	20	26	34	68	64	56	9	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	389	80147	96	95	99	475	501	482	4	3	11	25	11	17	56	53	49	15	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	192	39281	97	97	99	473	506	483	7	3	9	25	9	17	57	49	50	11	39	24
Male	20	197	40780	95	93	98	479	497	482	NA	4	12	25	12	17	55	57	48	20	27	24
African American	NC	11	4249	NC	100	99	NC	487	464	NC	NA	17	NC	9	22	NC	91	48	NC	NA	13
Hispanic	NC	41	33494	NC	89	99	NC	480	466	NC	12	15	NC	20	23	NC	51	49	NC	17	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	13	4117	NC	93	96	NC	485	456	NC	8	19	NC	15	27	NC	46	46	NC	31	8
White	40	318	36122	100	95	99	476	505	501	3	2	5	23	9	10	60	53	50	15	36	35
Students with Disabilities	NC	50	10295	NC	77	92	NC	477	443	NC	10	33	NC	18	26	NC	52	33	NC	20	8
Students without Disabilities	43	339	69852	96	99	100	480	505	488	2	2	7	26	9	16	56	53	51	16	35	26
Limited English Proficient Students	NC	15	12722	NC	94	97	NC	441	441	NC	20	27	NC	33	33	NC	47	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	51	38371	NC	94	97	NC	489	465	NC	4	15	NC	14	23	NC	57	49	NC	25	13
Non-Economically Disadvantaged	39	338	41776	98	95	100	477	503	498	5	3	6	23	10	11	54	53	49	18	34	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	391	79686	96	96	98	473	491	470	6	3	11	25	13	24	65	71	57	4	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	192	39163	97	97	99	476	499	475	11	2	9	21	9	22	61	74	60	7	15	10
Male	20	199	40438	95	94	97	468	483	465	NA	4	13	30	16	25	70	68	54	NA	13	7
African American	NC	11	4228	NC	100	98	NC	476	458	NC	NA	15	NC	18	28	NC	82	53	NC	NA	4
Hispanic	NC	41	33299	NC	89	98	NC	463	452	NC	17	17	NC	27	32	NC	49	47	NC	7	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	14	4087	NC	100	96	NC	473	446	NC	NA	16	NC	21	38	NC	71	44	NC	7	2
White	40	319	35914	100	96	98	479	496	489	3	1	5	23	10	15	70	73	67	5	16	14
Students with Disabilities	NC	53	9808	NC	82	87	NC	472	432	NC	6	35	NC	21	32	NC	58	30	NC	15	3
Students without Disabilities	43	338	69878	96	98	100	475	494	475	5	2	8	26	11	23	65	73	61	5	14	9
Limited English Proficient Students	NC	15	12594	NC	94	96	NC	420	422	NC	47	34	NC	27	45	NC	27	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	51	38095	NC	94	97	NC	476	452	NC	6	17	NC	22	32	NC	61	48	NC	12	3
Non-Economically Disadvantaged	39	340	41591	98	96	99	477	493	486	5	2	6	21	11	16	72	72	65	3	14	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	392	80372	96	96	99	465	501	475	6	2	4	31	18	30	63	72	64	NA	8	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	193	39452	97	98	99	478	517	488	4	1	3	25	8	22	71	83	72	NA	8	3
Male	20	199	40836	95	94	98	447	485	464	10	4	6	40	27	37	50	62	56	NA	8	1
African American	NC	11	4264	NC	100	99	NC	497	465	NC	NA	5	NC	27	35	NC	73	59	NC	NA	1
Hispanic	NC	42	33608	NC	91	99	NC	476	462	NC	7	6	NC	26	36	NC	62	57	NC	5	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	14	4128	NC	100	97	NC	504	464	NC	NA	4	NC	14	39	NC	79	56	NC	7	1
White	40	319	36213	100	96	99	472	505	489	5	2	2	28	16	22	68	74	72	NA	9	3
Students with Disabilities	NC	53	10526	NC	82	94	NC	480	427	NC	NA	15	NC	40	53	NC	47	31	NC	13	1
Students without Disabilities	43	339	69846	96	99	100	467	504	482	7	2	3	28	14	26	65	76	69	NA	7	2
Limited English Proficient Students	NC	15	12747	NC	94	97	NC	416	432	NC	20	12	NC	47	52	NC	33	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	51	38521	NC	94	98	NC	485	461	NC	4	6	NC	27	38	NC	61	55	NC	8	1
Non-Economically Disadvantaged	39	341	41851	98	96	100	464	503	489	8	2	3	31	16	22	62	74	72	NA	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	380	79306	97	98	99	528	529	504	2	4	13	7	12	20	65	53	49	26	30	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	185	38845	100	98	99	523	531	505	3	3	11	12	11	20	61	55	50	24	31	18
Male	24	195	40383	92	97	98	534	528	504	NA	5	14	NA	13	19	71	52	47	29	29	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	49	32673	NC	98	99	NC	496	487	NC	14	18	NC	24	25	NC	49	46	NC	12	10
Asian/Pacific Islander	NC	12	2147	NC	100	99	NC	543	539	NC	NA	5	NC	NA	10	NC	50	46	NC	50	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	50	307	36234	96	97	99	533	535	523	NA	2	6	6	11	13	64	53	52	30	34	28
Students with Disabilities	NC	57	10286	NC	93	91	NC	490	462	NC	18	41	NC	33	27	NC	39	27	NC	11	5
Students without Disabilities	51	323	69020	100	98	100	533	536	510	NA	2	9	4	9	18	69	56	52	27	34	21
Limited English Proficient Students	--	11	10291	--	100	96	--	472	458	--	27	38	--	45	34	--	18	26	--	9	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	43	37437	NC	100	97	NC	512	486	NC	14	19	NC	19	26	NC	47	46	NC	21	9
Non-Economically Disadvantaged	50	337	41869	96	97	100	530	531	521	2	3	7	6	12	14	64	54	51	28	31	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	375	79000	98	96	98	512	514	489	5	3	10	12	10	24	62	71	58	21	15	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	185	38774	100	98	99	513	519	494	6	2	7	15	9	22	55	68	61	24	21	10
Male	25	190	40150	96	95	98	511	508	485	4	5	12	8	11	25	72	75	55	16	10	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	47	32508	NC	94	98	NC	481	472	NC	9	15	NC	36	33	NC	49	49	NC	6	3
Asian/Pacific Islander	NC	12	2142	NC	100	99	NC	520	510	NC	NA	4	NC	8	14	NC	67	67	NC	25	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	51	304	36135	98	97	98	516	520	508	4	3	4	10	5	14	65	75	67	22	17	15
Students with Disabilities	NC	52	9991	NC	85	88	NC	487	449	NC	21	33	NC	12	36	NC	60	29	NC	8	2
Students without Disabilities	51	323	69009	100	98	100	518	518	495	2	1	6	12	10	22	63	73	62	24	17	10
Limited English Proficient Students	--	11	10199	--	100	95	--	453	439	--	18	35	--	64	47	--	18	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	41	37234	NC	95	97	NC	498	472	NC	10	15	NC	20	33	NC	63	50	NC	7	3
Non-Economically Disadvantaged	51	334	41766	98	97	99	514	516	505	6	3	5	10	9	16	63	72	65	22	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	379	79611	98	97	99	515	526	496	3	2	7	26	24	37	69	72	56	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	185	39016	100	98	99	521	543	511	3	1	4	24	16	29	70	79	66	3	5	1
Male	25	194	40519	96	97	98	508	509	482	4	4	10	28	32	44	68	64	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	47	32855	NC	94	99	NC	503	481	NC	6	10	NC	30	43	NC	62	47	NC	2	0
Asian/Pacific Islander	NC	12	2149	NC	100	100	NC	532	519	NC	NA	4	NC	25	24	NC	75	70	NC	NA	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	51	309	36380	98	98	99	524	530	511	2	2	4	20	23	30	76	73	65	2	3	1
Students with Disabilities	NC	56	10664	NC	92	94	NC	488	440	NC	5	23	NC	52	54	NC	43	22	NC	NA	1
Students without Disabilities	51	323	68947	100	98	100	520	532	504	2	2	4	24	19	34	73	76	61	2	3	1
Limited English Proficient Students	--	11	10362	--	100	97	--	437	438	--	18	22	--	45	57	--	36	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	42	37626	NC	98	98	NC	503	479	NC	5	10	NC	38	45	NC	57	45	NC	NA	0
Non-Economically Disadvantaged	51	337	41985	98	97	100	517	529	511	4	2	4	24	22	30	71	73	65	2	3	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	410	79327	94	98	98	517	537	518	25	12	19	19	14	20	38	48	46	19	25	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	199	38961	NC	99	98	NC	540	520	NC	12	16	NC	11	20	NC	53	48	NC	24	16
Male	NC	211	40295	NC	98	97	NC	535	516	NC	13	21	NC	17	19	NC	44	44	NC	27	16
African American	--	NC	4247	--	NC	98	--	NC	499	--	NC	27	--	NC	24	--	NC	41	--	NC	8
Hispanic	--	46	32327	--	94	98	--	508	499	--	24	27	--	17	25	--	52	41	--	7	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	15	4391	NC	100	96	NC	537	489	NC	20	32	NC	13	27	NC	40	36	NC	27	4
White	14	337	36373	100	99	98	519	541	538	21	11	10	21	13	14	36	48	52	21	28	25
Students with Disabilities	NC	64	9321	NC	93	87	NC	483	467	NC	42	54	NC	22	22	NC	33	21	NC	3	3
Students without Disabilities	14	346	70006	100	99	100	519	546	524	21	7	14	21	12	19	36	51	49	21	29	18
Limited English Proficient Students	--	NC	9431	--	NC	95	--	NC	466	--	NC	53	--	NC	27	--	NC	18	--	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	51	37097	NC	98	97	NC	506	498	NC	22	27	NC	27	25	NC	39	41	NC	12	7
Non-Economically Disadvantaged	12	359	42230	92	98	99	537	542	535	8	11	11	17	12	15	50	50	50	25	27	24

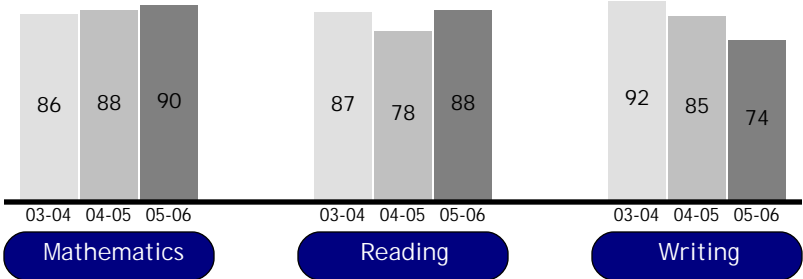
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	411	79501	100	99	98	501	512	497	12	5	10	35	20	25	41	68	60	12	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	199	39062	NC	99	99	NC	518	502	NC	3	8	NC	15	23	NC	76	64	NC	6	5
Male	10	212	40368	100	98	98	NA	507	491	NA	7	13	NA	25	27	NA	60	57	NA	8	3
African American	--	NC	4279	--	NC	99	--	NC	485	--	NC	14	--	NC	30	--	NC	54	--	NC	2
Hispanic	NC	47	32389	NC	96	98	NC	488	478	NC	13	16	NC	30	34	NC	55	48	NC	2	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	15	4401	NC	100	96	NC	499	473	NC	13	17	NC	27	40	NC	53	43	NC	7	1
White	14	337	36446	100	99	99	509	517	516	NA	4	4	43	18	15	43	70	73	14	8	7
Students with Disabilities	NC	65	9411	NC	94	88	NC	469	453	NC	25	36	NC	42	36	NC	29	26	NC	5	1
Students without Disabilities	14	346	70090	100	99	100	509	520	502	NA	1	7	43	16	24	43	75	65	14	7	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	51	37183	NC	98	97	NC	489	479	NC	12	16	NC	29	34	NC	53	49	NC	6	1
Non-Economically Disadvantaged	13	360	42318	100	99	99	518	516	513	8	4	5	23	19	17	54	70	70	15	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	410	80000	100	98	99	576	576	564	NA	1	3	12	10	11	71	71	75	18	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	199	39288	NC	99	99	NC	593	579	NC	1	2	NC	5	6	NC	69	77	NC	26	16
Male	10	211	40644	100	98	98	NA	559	549	NA	1	4	NA	15	15	NA	73	74	NA	11	7
African American	--	NC	4307	--	NC	99	--	NC	551	--	NC	4	--	NC	13	--	NC	75	--	NC	7
Hispanic	NC	46	32672	NC	94	99	NC	540	548	NC	4	4	NC	22	14	NC	67	76	NC	7	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	15	4424	NC	100	97	NC	578	549	NC	NA	3	NC	7	14	NC	87	77	NC	7	5
White	14	337	36602	100	99	99	585	580	579	NA	1	2	7	9	7	71	70	75	21	20	16
Students with Disabilities	NC	65	9919	NC	94	93	NC	527	505	NC	NA	9	NC	29	35	NC	66	54	NC	5	2
Students without Disabilities	14	345	70081	100	99	100	585	584	571	NA	1	2	7	6	7	71	72	79	21	21	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	51	37534	NC	98	98	NC	554	547	NC	2	4	NC	22	15	NC	63	76	NC	14	5
Non-Economically Disadvantaged	13	359	42466	100	98	100	588	579	578	NA	1	2	8	8	7	69	72	75	23	19	16

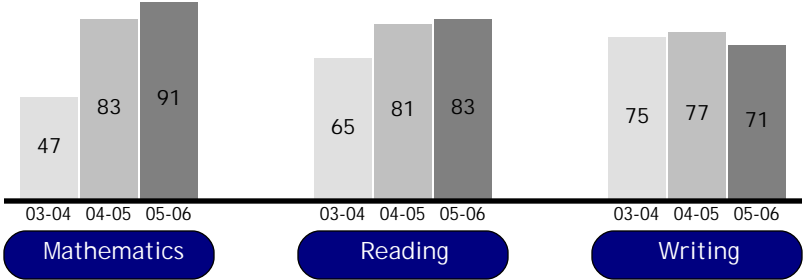
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	67	NA	58	100	62	59	47	100	73	65	46
	Language	98	61	68	50	100	62	63	47	100	73	67	48
	Mathematics	98	71	75	64	100	55	59	50	100	68	67	52
3	Reading	95	73	NA	55	100	52	56	44	100	63	67	46
	Language	95	76	69	61	100	47	53	44	100	58	61	46
	Mathematics	95	78	70	61	98	60	58	51	100	65	67	52
4	Reading	89	60	NA	56	100	52	58	48	96	54	67	52
	Language	89	55	66	52	100	53	58	49	96	56	68	52
	Mathematics	89	63	73	61	100	57	58	53	96	56	68	58
5	Reading	100	67	NA	55	98	58	64	50	98	70	75	56
	Language	100	61	64	49	98	54	64	50	98	68	70	54
	Mathematics	100	72	76	63	98	62	62	49	97	67	67	52
6	Reading	100	86	NA	56	100	68	59	51	100	50	67	56
	Language	100	76	58	48	100	69	58	47	100	46	61	50
	Mathematics	100	81	79	66	100	77	63	52	94	56	70	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Washington Traditional School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- ü School Programs and Procedures
- ü School Goals
- ü Budget
- ü Curriculum
- ü Instructional Materials
- ü School Safety

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	2.00	Teacher Aide	7.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	1	0	0
10 or more years	4	9	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	6%

## Resources Available at School Site

### Special Facilities

- ü Writing-based Computer Lab (Grades 3-6)
- ü County Networked Library (K-6)
- ü Basic Skills Computer Lab (Grades K-2)

### Extracurricular Activities

- ü Student Council
- ü Homework Clubs
- ü Girl and Boy Scouts Program
- ü Chess Club
- ü Drama Club
- ü Spanish Club

### Social Services

- ü Afterschool Program
- ü Breakfast Program
- ü Lunch Program
- ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Grades 2-6 demonstrated an average of 1.6 year's growth in spelling skills in one year based on Morrison McCall Spelling tests.

ü Grades 2-6 demonstrated an average of 1.5 year's growth in reading comprehension in one year based on Star Test Pre-Post.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	89	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

WTS has developed a comprehensive crisis management plan which addresses a wide range of possible situations and how we will react to each.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Ed Yeager	(928) 717-3281
Transportation Policy	Jim Cowan	(928) 717-3229
Community Resources	Ed Yeager	(928) 717-3281
School Nutrition Programs	Barbara Van Fossen	(928) 717-3232
Parent Organization	Lynda Brown	(928) 717-3281
Student Health/Nurse	Carolyn Bourgois	(928) 717-3281

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.